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ABSTRACT

This guide is designed to help administrators and teachers develop curriculum and improve instruction in multicultural, nonsexist education in response to a 1985 mandate from the Iowa State Assembly requiring the coordination of curriculum across subject matter lines at all levels of education. Multicultural, nonsexist education (MCNSE) is a process through which a body of knowledge and a set of attitudes and skills are infused throughout the curriculum. The purpose of this guide is to infuse MCNSE goals, objectives, strategies, and evaluation across the K-12 curriculum. The following topics are included: (1) rationale; (2) Iowa law and school standards; (3) teacher strategies and classroom examples for incorporating student goals and objectives into each vertical strand of the curriculum; and (4) evaluation. The following content areas are discussed: (1) Arts; (2) Foreign Language; (3) Health and Physical Education; (4) Language Arts; (5) Mathematics; (6) Science; (7) Social Studies; and (8) Vocational Education. A glossary, an evaluation checklist, a 107-item annotated bibliography of resources on theory and classroom applications, and a list of resource organizations are appended. (FMW)

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A Guide to Developing Multicultural, Nonsexist Education Across the Curriculum

Iowa Department of Education

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A Guide to Developing Multicultural, Nonsexist Education Across the Curriculum

Iowa Department of Education
May 1989

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Foreword

This guide is the result of a 1985 mandate from the Iowa General Assembly, calling for the Department of Education to develop "subject matter committees and committees that cross subject matter lines for coordination of curriculum at all education levels."

This mandate was a response to one of the major recommendations of the Legislature's Excellence in Education Task Force report of 1984, *First in the Nation in Education* (FINE). The Department of Education based its plan for implementing the legislation on recommendations from the report.

In 1986, the first response to the mandate was published in the form of six guides to curriculum development in the areas of arts, foreign language, language arts, mathematics, science, and social studies. This series focused on vertical articulation of curriculum in the subject matter.

This publication, along with others in this second phase of the effort, focuses on horizontal articulation across subject areas. It is designed to guide faculties and administrators in developing curriculum and improving instruction in multicultural, nonsexist education. It is intended to help districts enhance and build upon their current local curriculum.

Acknowledgments

The Steering Committee for the Horizontal Articulation Curriculum Development Project addressed the task in a milieu that required an extraordinary commitment of time and talent by those who would undertake writing and reviewing assignments. We want to thank those people for sharing their personal and professional resources so graciously and generously. We commend them for their efforts to help us understand and articulate student competencies in multicultural, nonsexist education across the curriculum.

As primary authors of the multicultural, nonsexist education guide, we gratefully acknowledge Sheryl Barta, educational equity consultant, Ames, and Theresa McCormick, associate professor, Iowa State University, Ames.

As members of the review panel contributing to the refinement of the guide, we recognize with appreciation:

- Jim Behle, superintendent, West Branch Schools, West Branch
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- Barbara Wickless, school administration consultant, Iowa Department of Education, Des Moines.

Lastly, the Steering Committee extends its thanks to Gretchen Kelley and Joan Couch for their generous secretarial assistance.

Introduction

Multicultural, nonsexist education (MCNSE) is a process which involves a body of knowledge and a set of attitudes and skills. Understood as a process, not a product, MCNSE must be infused throughout the curriculum.

The orientation to MCNSE in this publication rests upon a consensus found in the writing and research of leaders in the field, such as James Banks, Carlos Cortes, Carl Grant, Gwen Baker, James Boyer, and as exemplified in the works of Gollnick and Chinn (1986), Garcia (1982), Rodriguez (1986), and Bennett (1986).

The purpose of this curriculum development model is to infuse MCNSE concepts, goals, objectives, strategies, and evaluation across the K-12 curriculum. This is a model which shows how MCNSE complements all parts of the curriculum. It is a starting place for educators in generating other ideas for implementation. This model presents the salient features of MCNSE infusion, from which can be built a detailed curriculum using the many comprehensive resources available.

This guide includes a rationale statement; a section on the Iowa law and school standards for MCNSE; a programmatic definition of MCNSE; a component on teacher strategies and classroom examples on incorporating MCNSE student goals and objectives into each vertical strand of the curriculum; a section on evaluating MCNSE programs; a working bibliography with one section on theory and another on application; and a list of resource organizations.

This model presents the salient features of MCNSE infusion, from which can be built a detailed curriculum using the many comprehensive resources available.

Definition:

Multicultural, Nonsexist Education

The following definition reflects the philosophy that educational excellence cannot be achieved without educational equity.

Multicultural, nonsexist education is the planned curriculum and instruction which educates students about the cultural diversity of our society. This education includes all levels of the cognitive domain, the affective domain and skills which will enable continued learning, higher order thinking, and effective interpersonal and intergroup relations. The program and instruction should help students learn the historical and contemporary contributions and the variety of roles open to both men and women from a diversity of cultural, racial, and disability groups.

Educational excellence cannot be achieved without educational equity.

As with all public education, the goal of multicultural, nonsexist education is to maximize the potential of all students regardless of race, cultural heritage, sex, or disability. The educational program, materials, and instruction should provide equal opportunity to all and result in equal outcomes for males and females in all racial and cultural groups.

Rationale

Justification for education that is multicultural and nonsexist rests on two main premises: first, that pluralism is a reality of our society and second, that equality is a basic ideal of our American creed. The United States is a "salad bowl" of diverse cultural, ethnic, and racial groups and this diversity is reflected in public school populations. Schools in the future will be increasingly diverse, even in areas of the country that are relatively homogeneous today. Our nation and world are multicultural; education programs must also be multicultural to meet the present and future needs of our youth.

All students need to see themselves and others reflected in the school curriculum. Those who do not see themselves reflected often feel alienated from school, may doubt their self-worth, and eventually fail or drop out. Students must develop positive self-concepts to grow to their potential and to develop positive feelings about others.

To meet the demands of a pluralistic society, educators must prepare individuals with attitudes, knowledge, and skills which enable them to function effectively with others who are different from themselves. Educators must recognize that in pluralistic schools, true educational excellence is not possible without educational equity.

The second premise underlying multicultural, nonsexist education is that the ideal of egalitarianism is basic to the American creed. Fundamental to our nation's democratic ideals are equal opportunity for all people, human rights, and social justice. All students need to experience an education that affords them respect, that provides both equal opportunity and equal outcomes. Thus, equity in education is the cornerstone of excellence in education and is basic to fulfilling our American creed.

To fully implement the egalitarian promises of our national creed means that education programs and personnel must be committed to a social system and to practices wherein individual worth and dignity are inalienable.

In order to fulfill the responsibility inherent in the realities and ideals of our nation, educators must prepare citizens who are culturally literate, who accept and appreciate human diversity as a source of strength and enrichment, and who are able to actively participate and function effectively in a changing multicultural society.

Schools in the future will be increasingly diverse, even in areas of the country that are relatively homogeneous today.

Legislation

Multicultural, Nonsexist Education and Standards for Accreditation of Iowa Schools

Iowa Code

Section 256.11. The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards

From the Preamble: Iowa school standards are designed to ensure that each child has access to educational programs essential to the needs and abilities of the child regardless of race, sex, handicapping condition, language, socio-economic background, or geographic location.

281-12.1(1) Equal opportunity in programs shall be provided to all students regardless of race, national origin, sex, or disability. Each board shall take affirmative steps to integrate students in attendance centers and courses. In order to monitor progress, district, attendance center, and course enrollment data shall be collected on the basis of race, national origin, sex, and disability, and reviewed and updated annually.

281-12.3 In developing and applying student responsibility and discipline policies, the board shall ensure due process rights for students and parents.... The board shall also consider the potential of a disparate impact on students by virtue of race, sex, disability, or national origin.

281-12.5(8) The board shall establish a policy to insure the school district is free from discriminatory practices in its educational programs. In developing or revising this policy, parents, students, instructional and noninstructional staff, and community members shall be involved. In addition, each board shall adopt a written plan, to be evaluated and updated at least every five years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be on file in the administrative office of the district. The plan shall include:

> a. Multicultural approaches to the educational program. These shall be defined as processes which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups to society. Special emphasis shall be placed on Asian Americans, Black Americans, Hispanic Americans, American Indians, and the handicapped. The program shall provide equal opportunity for all participants regardless of race, color, age, national origin, religion, or handicap.

b. Nonsexist approaches to the educational program. These shall be defined as processes which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of men and women to society. The program shall reflect the wide variety of roles open to both men and women and shall provide equal opportunity to both sexes.

The plan shall also include specific goals and objectives, with implementation timelines for each component of the educational program; specific provisions for the infusion of multicultural, nonsexist concepts into each area of the curriculum developed under the provisions of subrule 4.5(14); a description of the inservice activities planned for all staff members on multicultural, nonsexist education; and evidence of systematic input by men and women, minority groups and the handicapped in developing and implementing the plan. In schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually. A description of a periodic, ongoing system to monitor and evaluate the plan shall also be included.

In addition, the sections on global education, gifted and talented students, and at-risk students in Division V, 4.5(11, 12, and 13), are related to educational equity and multicultural, nonsexist curriculum.

Glossary of Important Concepts

This component lists the key concepts which form the foundation in the field of MCNSE. Based upon these key concepts, goals are developed and grouped into five major areas (self and others; U.S. and world diversity; group membership and values, attitudes, behaviors; dynamics of discrimination; and skills for social action). Then student behavioral objectives are devised for each competency.

These concepts, goals, and instructional objectives are basic to the form and content of the component, Strategies for Infusion in Eight Content Areas, and are inherent in the last component, the Evaluation Checklist.

This glossary is based on the theoretical works of educators (Appleton, 1983; Banks, 1987, 1981; Bennett, 1986; Garcia, 1982; Gollnick and Chinn, 1986), the authors' own research, and on several classic works by others in related fields (Allport, 1954; Gordon, 1964). (See Bibliography.) Educators may refer to these definitive resources for a full explanation of the nature and meaning of the key concepts. Educators must use a conceptual foundation for MCNSE curriculum development and implementation to avoid a fragmented approach and ensure a coherent infusion of attitudes, knowledge, and skills throughout the curriculum.

Educators must use a conceptual foundation for MCNSE curriculum development and implementation to avoid a fragmented approach and ensure a coherent infusion of attitudes, knowledge, and skills throughout the curriculum.

Ageism: An attitude, action, or institutional practice or policy which subordinates or oppresses people based upon their age. It is institutionalized and cultural.

Androcentric: An attitude, belief, action, or institutional policy or practice that is male-centered.

Bias: A mental slant or leaning to one side; an inclination of temperament or outlook; a highly personal and unreasoned distortion of judgment. Biased — warped or prejudiced thinking about an object, issue, or group of people.

Cultural Adaptation: The adoption of the cultural behavior patterns and language (behavioral assimilation) of the host or dominant culture by newcomers to the society; the exchange of cultural traits between minority and majority groups; accommodation to environmental conditions and to available natural and technological resources; the ability to retain one's own cultural identity while successfully participating in the mainstream culture.

Cultural Awareness: Consciousness of cultural similarities and differences; cognizance of one's own culture and that of others.

Cultural Democracy: The interface or relationship between the ideals of U.S. democracy ("freedom, equality, justice for all," often referred to as the American Creed) and the historical and social realities of our pluralistic society. This concept encompasses the gap between the realities of social practice and our democratic ideals.

Cultural Literacy: Knowledge of history, contributions, and perspectives of different cultural groups, including one's own group; sensitivity to and understanding of cultural groups in the U.S. and other countries; preparation of citizens to function effectively in multiple cultural settings.

Cultural Pluralism: A characterization of U.S. society as a universal (common) culture that includes microcultural groups. It accepts ethnic and cultural diversity and the desirability of maintaining ethnic identity within the economic and political systems of the common U.S. culture. This is a view of U.S. society as a "salad bowl" rather than a "melting pot." Another emphasis is on the ideal that cultural diversity is a valuable resource that should be preserved and extended. This view of U.S. society endorses the principle that there is not one model American. It is the philosophic basis for multicultural, nonsexist education.

Cultural pluralism is the philosophic basis for multicultural, nonsexist education.

Cultural Relativism: Respect and recognition of the worth and role of diverse cultural groups, with no implication of superiority of one group over another.

Cultural Sensibility: Receptiveness and responsiveness to the values, beliefs, and customs of diverse cultural groups. Sensitive awareness of similarities and differences between and among cultural groups. Empathy with perspectives of diverse cultural groups.

Culture: The ways of believing, feeling, and behaving of a group of people; the way of life of a people, their values, skills, customs, and resulting material culture. All people have culture.

Discrimination: An overt or subtle act prompted by prejudice. Unjust generalizations based on normal preferences lead to the formation of prejudice, which if not recognized and controlled, breeds discrimination. Using others as scapegoats is discrimination with full-fledged aggression shown both verbally and physically. Discrimination operates at the individual and institutional levels. There are legal mandates prohibiting discrimination based on sex, race, color, creed, national origin, or handicap in educational settings (see institutional bias). Racism, sexism, handicappism, and ageism are forms of discrimination.

Elitism: An attitude, action, or institutional practice which subordinates or oppresses people due to their economic class, social position, or lifestyle. A belief of people holding power that they are superior to those without power.

Equity Education: Education based on fair and equal treatment of all members of our society, regardless of race, color, national origin, sex, age, language, lifestyle, handicap, or socioeconomic status; the structuring of educational priorities, processes, and commitments to reflect U.S. diversity.

Ethnic Group: A group that is defined by its religion, race, national origin, language, or a combination of these; individuals who share a sense of group identification, a common set of political or economic interests, values, behavioral patterns, and other cultural aspects distinct from other groups in a society.

Ethnicity: A sense of peoplehood shared by members of a group who continue to identify themselves with a common ancestry, national heritage, religion, language, values, attitudes, and perceptions. Degree of ethnic identification and affiliation is by individual choice.

Ethnocentrism: Seeing one's own group and way of life (behaviors, values, beliefs, norms) as superior to that of others, thus other microcultural groups are viewed as inferior. Prejudice and discrimination are extreme forms of ethnocentrism.

Globalism: The knowledge, skills, attitudes, and abilities held by individuals who function effectively in cultures in their own country as well as in cultures of other countries. The awareness of the interdependent relationships among nations and cultures.

Handicappism: An attitude, action, or institutional practice or policy which subordinates people because of a physical or mental disability.

Prejudice and discrimination are extreme forms of ethnocentrism.

Gender: The sum of our feelings about sex status; the feelings, thoughts, and behaviors that are identified as either female or male; the culturally determined behavior of males and females. Gender identity reflects the person's conviction that behaviorally and biologically he or she is either male or female.

Institutional Bias: Attitudes, actions, and structures of institutions which subordinate any individual or group on the basis of sex, race, age, handicapping condition, socioeconomic status, or religion; inequalities created by institutions (i.e., schools, courts, banks, hospitals, etc.) which result in discrimination against a microcultural group. It may be intentional but usually is the result of established practices or "business as usual," thus it is covert and subtle. Institutional bias functions through a combination of power, embedded in the established and respected forces in society, and prejudice toward a microcultural group.

Macroculture: The universal or national culture that is shared by most citizens. The dominant cultural influence on the U.S. macroculture and its institutions has been white, male, Anglo-Saxon, and Protestant (see cultural pluralism).

Microculture (Subculture): A group whose perspective and lifestyle are different from the cultural mainstream. Members of a microculture define themselves as different; they share a set of norms, attitudes, and values that gives them distinctiveness (see cultural pluralism).

Prejudice: An attitude, usually negative, toward an entire category of people; an irrational and categorical dislike or like of a microcultural group because of real or imagined characteristics associated with their ethnic group, race, sex, religion, age, physical or mental condition, or socioeconomic status. Prejudice and discrimination are rooted in ethnocentrism, the belief that another microcultural group is inferior to one's own group.

Race: An arbitrary and artificial concept with multiple meanings and thus with very limited usefulness in describing groups of people. 1) Biological definition—a concept used by physical anthropologists to differentiate between the various human subgroups based on their physical characteristics. 2) Social definition—a group of people who others believe are biologically distinct and whom they treat accordingly; a concept used to isolate, separate, and stigmatize groups, which results in differential treatment of people of different skin colors.

Racism: 1) A set of beliefs or attitudes: that there is such a thing as a pure race; that human groups can be differentiated validly on the basis of their biological traits; that inherited genetic differences produce cultural differences between groups; that inherited mental, personality, and cultural characteristics determine behavior. 2) An action or practice by a group that has power to subordinate and oppress another group on the basis of race. Attitudes are the motivating forces determining the racist behaviors or actions taken either by individuals or institutions.

Selfhood: A concept of self-identity derived from early socialization and influenced by one's ethnic group, gender group, social class group, and handicap group relationships. Group boundaries and norms also influence a person's sense of self. Selfhood encompasses how one sees one's membership in a particular group. Adding to an individual's self-worth and positive self-definition is that person's freedom of choice concerning the extent of group identification; the right not to be referred to in negative or stereotypic terms; and empowerment to control one's own life.

Attitudes are the motivating forces determining the racist behaviors or actions taken either by individuals or institutions.

Sex: Identity as female or male, based on biological distinctions in the reproductive organs.

Sexism: An assumption that each sex has a distinctive make-up that determines the development and role of their respective lives; that one sex is superior and has the right to rule the other. It is the degree to which an individual's beliefs or behaviors are prejudiced on the basis of sex. Sexism describes prejudice and discrimination at both the individual and institutional levels. It is the collection of institutional policies, practices, and structures which subordinate or limit a person on the basis of sex. Power plus sex bias equals sexism.

Social Action: Commitment to and participation in activities designed to help solve the problem of inequality based on race, sex, ethnic group, culture, language, socioeconomic status, and ability group. The implementation of strategies to help eliminate intergroup conflict. It brings democratic political skills to bear on issues related to gender, race, and class inequalities.

Stereotypes: Mental categories that are based on exaggerated, inaccurate, and rigid favorable or unfavorable generalizations about a microcultural group. It is prejudiced thought used to describe all members of a group.

Concepts, Goals, and Instructional Objectives

This component outlines the concepts, goals, and instructional objectives of multicultural, nonsexist education and shows them in relation to each other. The instructional objectives are written in terms of student outcomes.

Cultural differences do not imply cultural deficiencies.

Goal: Understands self and others as cultural beings acting within a cultural context.

Concepts and Instructional Objectives

Selfhood	Identifies self and others as members of several groups by virtue of race, age, ethnic group, language, sex, culture, religion, and ability.
	Integrates sex, race, abilities, and culture as part of a positive, realistic identity for self and others.
Cultural Adaptation	Chooses and uses a variety of interaction and learning styles as tools for self-actualization and effective interpersonal and intergroup relations.
Cultural Awareness	Understands that people are both alike and different; distinguishes between the similarities that define individuals as human and the differences that make them unique.
Cultural Literacy	Applies a multicultural, nonsexist knowledge base to understand individuals, groups, and events.
	Distinguishes between voluntary and involuntary group membership.
Cultural Relativism	Demonstrates understanding that cultural differences do not imply cultural deficiencies.
	Recognizes the significance of cultural perspective in understanding self and others.
Cultural Sensibility	Analyzes own feelings and behaviors toward those who are different from her or him.

Goal: Recognizes U.S. and world diversity.

Concepts and Instructional Objectives

Cultural Pluralism	Defines the U.S. as a multicultural, multiethnic, multiracial society.
	Analyzes U.S. diversity as a source of vitality, richness, and strength.
Cultural Literacy	Identifies and describes the basic history, demographics, and contributions of own identity groups and those of others, including the major racial, ethnic, and cultural groups in the U.S.
	Infers ways that U.S. culture is shaped by contributions, viewpoints, and experiences of diverse men and women.
	Knows that all individual groups are distinct but interrelated parts of the U.S. macroculture.
	Identifies the salient characteristics of U.S. common culture.
Cultural Democracy	Relates cultural pluralism to the democratic identity, ideals, and principles of the U.S.
	Analyzes the relationship between cultural pluralism and the ideals of democracy; recognizes the contradiction between the ideals and realities of U.S. society.
Globalism	Traces connections between foreign cultures and U.S. ethnic groups.
	Defines self as a world citizen.
	Compares U.S. diversity to that of other nations. Recognizes and traces transnational social, political, and economic interdependencies.
	Expresses value of crosscultural harmony to nation and world.

Goal: Understands how group membership helps determine values, attitudes, and behaviors.

Concepts and Instructional Objectives

Cultural Literacy, Cultural Relativism	Compares the positive and negative experiences of individuals and groups of different backgrounds and recognizes similarities and differences between and within various groups.
	Recognizes how different experiences can influence groups to view events, trends, and innovations from various perspectives.
	Identifies current and historical perspectives of various groups on situations, issues, and developments.
	Traces specific influences of culture and gender on verbal and nonverbal interaction styles.
	Predicts the effect of trends, events, and innovations on various groups.
	Demonstrates open-mindedness about the roles, rights and responsibilities of persons regardless of group membership.

Goal: Understands the dynamics of discrimination, bias, prejudice, and stereotyping.

Concepts and Instructional Objectives

Individual and Institutional Bias	Differentiates between individual and institutional sexism, handicappism, racism, and elitism and knows how inequity is institutionalized.
	Identifies how prejudice, discrimination, bias, and stereotyping impede interpersonal and intergroup relations.
	Identifies how prejudice, discrimination, bias, and stereotyping impact aspirations and achievement of individuals and groups.
	Detects beliefs and actions based on prejudice and bias in self, others, and institutions.

Cultural Sensibility	Continually tests cultural information and generalizations for accuracy; uses accurate information as clues for understanding individual and group behaviors and viewpoints. Interacts without overgeneralizing (stereotyping) or overcompensating (patronizing).
Cultural Relativism	Understands that no individual or group is inherently superior or inferior.

Goal: Demonstrates skills for effective social action and interaction between racial, ethnic, sex, cultural, and ability groups.

Concepts and Instructional Objectives

Social Action	Identifies, describes, or predicts the impact of historical and current events, trends, and innovations on different groups. Considers multicultural, nonsexist dimensions in problem solving and decision making. Reconciles points of view in conflicts arising within and between sex, race, ethnic, and ability groups. Confronts individual and institutional bias, prejudice, and discrimination in school and society. Identifies, describes, and practices basic civil rights and responsibilities as defined by the Constitution and legislation. Extends own cross-cultural experiences and understandings. Resolves interpersonal and intergroup conflicts across cultural, sex, and ability groups. Resists impact of stereotypes on self and others in expanding career and economic horizons. Demonstrates respect for physical and cultural differences by modeling nonsexist, culturally sensitive language and interaction patterns.

Strategies for Infusion in Eight Content Areas

Iowa educators can use these examples as points of departure for deciding how to plan and teach, at the local level, the concepts and competencies in this framework.

This component outlines general teaching strategies for multicultural, nonsexist education and provides examples for application in eight content areas. This is not intended to be a complete curriculum guide. The examples do not cover all of what should be transmitted to students. They represent some possibilities for helping students learn the basic multicultural, nonsexist education concepts and competencies in this model, rather than precise decisions about exactly what is taught and how it is to be taught. Although these classroom examples are written for the student, global teacher strategies are included at the beginning of each content area. Iowa educators, looking to their own knowledge bases, skills, and resources and at student needs, can use these examples as points of departure for deciding how to plan and teach, at the local level, the concepts and competencies in this framework. Clarifying and refining this implementation is an ongoing process.

The educational equity personnel in the Iowa Department of Education provide technical assistance in multicultural, nonsexist educational curriculum. There are many printed and audiovisual resources available through this and other channels (see Resource Organizations, pg. 69). For specific references on classroom activities, refer to the application section of the Bibliography.

Arts

Teacher Strategies

1. Provide equitable quantity and quality of attention to all students.
2. Provide diverse role models in music, drama, and visual arts classrooms and exhibition sites.
3. Infuse arts curriculum with multicultural, nonsexist content including the contributions and viewpoints of minorities, females, the aged, and the handicapped.
4. Review and supplement arts textbooks and media for accurate, balanced, and specific representation of females, minorities, the aged, and the handicapped.
5. Vary instructional methods in order to meet the needs of diverse students.

Classroom Examples

Goal: Understand self and others as cultural beings acting within a cultural context.

Similarities and differences, as a natural part of the school and community environment, are reflected in the artworks of the children in the classroom.

Instructional Objectives and Examples

Understand that people are both alike and different; distinguish between the similarities that define us as human and the differences that make us unique.

Elementary: Explore how similarities and differences, as a natural part of the school and community environment, are reflected in the artworks of the children in the classroom. Have a schoolwide art exhibit of all children's works. (Teacher note: Use student docents to explain the works during the exhibit, thus encouraging the value of art criticism as a positive and cooperative experience. See Carson, *Tell Me About Your Picture*, 1985; Day, *A Guided Encounter with Art*, 1987.)

Understand the significance of cultural perspective in understanding self and others.

Secondary: Study the various forms of artistic expression of cultural groups in the U. S., noting similarities and differences of artistic style such as use of color symbols, texture, line, form. (Teacher note: See Grigsby, *Art and Ethnics*, 1977.)

Goal: Recognize U.S. and world diversity.

Instructional Objectives and Examples

Define the U.S. as a multicultural, multiethnic, multiracial society.

Elementary: Lead class in singing songs from different countries and cultures reflected in U.S. music today. (Teacher note: See Baker, Ch. 9, *Teaching Strategies for Music*, 1985.)

Secondary: Research the origins of musical instruments; plan and present a musical program exhibiting the diverse elements of influence on instruments used today.

Relate cultural pluralism to the democratic identity, ideals, and principles of the U.S.

Elementary: Create a mural on the theme of "With Liberty and Justice for All" reflecting the diversity of U.S. society.

Secondary: Research the dance contributions of different cultural groups and learn to perform the dances of a selected group. (Teacher note: See Eldridge, *Point of Departure*, 1985.)

Goal: Understand how group membership helps determine values, attitudes, and behaviors.

Instructional Objectives and Examples

Trace specific influences of culture and gender on verbal and nonverbal interaction styles.

Elementary: Read stories and plays written by and about different cultural and gender groups and role-play characters in these selections. (Teacher note: See Vargas, *Studying Nonverbal Communication Through Creative Dramatics*, 1984.)

Secondary: Analyze plays with themes reflecting different cultural and gender perspectives and present scenes from the selections to other classes.

Study the relationship between music and religion among black Americans. (Teacher note: See Henderson, *The Music of Black America in Arts Education*, 1985.)

Goal: Understand the dynamics of discrimination, bias, prejudice, and stereotyping.

Instructional Objectives and Examples

Understand that no individual or group is inherently superior or inferior.

Elementary: Discuss and display pictures of artwork found in art magazines by all cultural, gender, and ability groups. (Teacher note: Explain the historic exclusion of female artists in museums, magazines, books, etc.; see Schuman, *Art from Many Hands*, 1981.)

Secondary: Analyze an art appreciation textbook for inclusion of artwork by female and minority artists. Research the artistic contributions of a minority or female artist. (Teacher note: see Rodriguez, *Cultural Pluralism and the Arts*, 1983, and Council on Interracial Books for Children, *Guidelines for Selecting Bias-Free Textbooks and Storybooks*, 1980.)

Goal: Demonstrate skills for effective social action and interaction between racial, ethnic, sex, cultural, and ability groups.

Instructional Objectives and Examples

Extend own cross-cultural experiences and understandings.

Elementary: Learn that all cultural groups have contributed to dance in the U.S. and that it is an art form through which all people can communicate. (Teacher note: Invite an ethnic dance group to perform at the school.)

Secondary: Explore dance as used in theatre arts with its varied cultural and regional influences. (Teacher note: Arrange for students to attend a theatre performance by an ethnic dance group at a university or college.)

Foreign Language

Teacher Strategies

Language is the heart of a culture. Respect for the culture of a group includes respect for their language.

1. Teach the target language in a cultural context to maximize acquisition of language skills and corresponding cultural skills.
2. Emphasize that language is the heart of a culture and that respect for the culture of a group includes respect for their language.
3. Infuse into all subject areas an awareness of the diversity of languages spoken in the United States.
4. Develop in students a respect and appreciation for the ability to speak more than one language.
5. Use teaching materials in English-as-a-second-language programs that are culturally relevant (in illustrations, content, and examples).
6. Provide bilingual classroom role models.

Classroom Examples

Goal: Understand self and others as cultural beings acting within a cultural context.

Instructional Objectives and Examples

Demonstrate that cultural difference does not imply cultural deficiency.

Elementary: Explore the diversity of language in the U.S. On a map of the U.S., identify the different languages spoken in regions of the country. Make a language tree with major languages identified on different branches. (Teacher note: See Chase and Parth, *Multicultural Spoken Here*, 1979, for other language activities.)

Secondary: Research the diversity of languages in the world. On a world map, locate the countries where the targeted languages are spoken. Write a description of the salient cultural and social characteristics, as well as the geography and climate, of the target country.

Goal: Recognize U.S. and world diversity.

Instructional Objectives and Examples

Infer ways that U.S. culture is shaped by the contributions, viewpoints, and experiences of diverse men and women.

Elementary: Play "detective" and do a word hunt for the origin of English words. Note words that have been borrowed from other languages, such as "kindergarten," German; "menu," French; "mosquito," Spanish. With the target language, expand the list of "borrowed" words; then explore cognates, words that are almost identical in each language, such as foto/photo. (Teacher note: See Shepard and Shepard, *Vegetable Soup Activities*, chapter on language activities, 1975.)

Secondary: Brainstorm a list of place names in the U.S. that have been "borrowed" from other languages. For example, Connecticut, Ozarks, Oregon, and Chicago—Native American languages; Rio Grande, Colorado, and Los Angeles—Spanish; Brooklyn, Harlem—Dutch. Conduct a survey of the local community to determine the origin of place names, river names, etc. Discuss the history of the region which influenced the choice of place names.

Goal: Understand how group membership helps determine values, attitudes, and behaviors.

Instructional Objectives and Examples

Recognize how different experiences can influence groups to view events, trends, and innovations from various perspectives.

Elementary: Collect proverbs, jokes, riddles, and sayings from the target language. Create a bulletin board display of them adding English translations when necessary. Add any comparable sayings in English. Analyze both lists to determine the basic value, disbelief, or moral inherent in the saying, etc.

Secondary: Research the customs, holidays, traditions, and social practices of the target language group. Discuss the relationship between the culture and behavior of the people. Role-play a social situation (such as waiting at a cafe for a friend who is 30 minutes late), using the targeted language and cultural norm. Switch cultures and role-play the same situation.

Goal: Understand the dynamics of discrimination, bias, prejudice, and stereotyping.

Instructional Objectives and Examples

Interact without overgeneralizing (stereotyping) or overcompensating (patronizing).

Elementary: Discuss stereotypes about different cultures. Then analyze the difference between stereotypes and unique qualities of cultural groups and individuals. Interview each other (using the target language) asking questions about the partner's interests, family, etc. Next, tell the class one thing that is very special or unique about the person interviewed.

Secondary: Listen to a foreign language speaker discuss his or her experiences and feelings in the U.S. as a non-English speaker. Ask questions concerning the issues of discrimination and prejudice based upon language difference. (Teacher note: Prepare the students in advance by emphasizing the importance of empathy and good listening skills in interacting sensitively with the speaker during the discussion period. A good source of foreign language speakers is often a local university or college.)

Goal: Demonstrate skills for effective social action and interaction between racial, ethnic, sex, cultural, and ability groups.

Instructional Objectives and Examples

Demonstrate respect for physical and cultural differences by modeling nonsexist, culturally sensitive language and interaction patterns.

Elementary: Practice speaking in pairs, using nonsexist, culturally sensitive language. Practice conversations including appropriate greeting and leave-taking phrases, personal data (name, age, birth date, address, nationality) and interests or hobbies.

Secondary: Research the history of the target language, its standard and nonstandard forms. Include in the discussion the impact that regional dialects, slang, idioms, euphemisms, and connotations have on effective communication between diverse groups. Listen to tapes of nonstandard aspects of the language being studied. Then prepare individual audio tapes illustrating a specific nonstandard feature of the language. (Teacher note: See Labov, *The Study of Nonstandard English*, 1975.)

Health and Physical Education

Teacher Strategies

1. Provide access to physical education activities and health units for students regardless of their race, sex, or disability.

2. Infuse the physical education curriculum with the contributions, perspectives, and interests of diverse cultural and racial groups, men, women, and the handicapped.

3. Include the cultural origins of games, dances, and activities when introducing them to students.

4. Review texts, supplementary materials, posters, audiovisual aids, etc., for inclusion and accurate portrayal of diverse groups, males, females, and the handicapped.

5. Provide diverse role models from the physical education and health fields.

6. Monitor physical education and health staff members as well as other faculty and administrators for familiarity with requirements of Title IX, Title VI of the Civil Rights Act, and Section 504 of the Vocational Rehabilitation Act.

7. Use nonsexist, unbiased, nonderogatory language in the health and physical education classroom, the gymnasium, the locker room, and on the playing field.

Include the cultural origins of games, dances, and activities when introducing them to students.

Classroom Examples

Goal: Understand self and others as cultural beings acting within a cultural context.

Instructional Objectives and Examples

Choose and use a variety of interaction and learning styles as tools for self-actualization and functioning comfortably across cultures.

Elementary: Organize a cooperative game in which there are no winners or losers based on physical abilities. (Teacher note: Lead a follow-up discussion about feelings of class members in response to the noncompetitive game; see Johnson and others, *Circles of Learning: Cooperation in the Classroom*, 1984.)

Analyze own feelings and behaviors toward those who are different.

Secondary: Interview families of different ethnic backgrounds regarding foods and how nutritional needs are met. Prepare a dish for the class that meets basic nutritional needs using ingredients that are not traditionally used in the community. (Teacher note: See Baker, *Planning and Organizing Multicultural Instruction*, pp. 216-227 on foods, and Mindel and Habenstein, eds., *Ethnic Families in America*, 1977.)

Goal: Recognize U.S. and world diversity.

Instructional Objectives and Examples

Infer ways that U.S. culture is shaped by the contributions, viewpoints, and experiences of diverse men and women.

Elementary: Study different forms of health care, including the perspective that modern concepts of health care are culturally conditioned. Discuss folk medicine and remedies which still affect the health practices of different ethnic and cultural groups in the U.S. (Teacher note: See Wigginton, ed., *Foxfire* series, 1972-present.)

Secondary: Research and perform ethnic dances, sports, and games. (Teacher note: Instruct both males and females in self-defense.)

Goal: Understand how group membership helps determine values, attitudes, and behaviors.

Instructional Objectives and Examples

Predict the effect of trends, events, and innovations on various groups.

Elementary: Analyze the family living styles of different ethnic groups as well as the different family patterns across the U.S. and assess possible effects on future health care of children. (Teacher note: See Mindel and Habenstein, *Ethnic Families in America*, 1977.)

Secondary: Discuss the impact of Title IX and P.L. 94-142 on P.E. programs. (Teacher note: Assign students to monitor local newspaper coverage of male, female, handicapped, and minority participation in sports events; see Griffen, *Fair Play in the Gym: Race and Sex Equity in Physical Education*, 1983; and Uhlir, *Physical Education for Equity*.)

Goal: Understand the dynamics of discrimination, bias, prejudice, and stereotyping.

Instructional Objectives and Examples

Identify how prejudice, discrimination, bias, and stereotyping impact aspiration and achievement of individuals and groups.

Elementary: Make a collection of jokes and cartoons about athletes and sports. Evaluate for stereotypes, inaccuracies, and omissions. (Teacher note: Lead a discussion about race, sex, age, and handicap stereotypes. See Campbell, *Exercising Your Rights: Eliminating Sex Bias in Physical Education*, 1979.)

Secondary: Research the availability and quality of health care and social services for the handicapped, the elderly, and low socio-economic citizens in the community. (Teacher note: See AARP, *A Profile of Older Americans*, 1986; and Ulin, *Teaching and Learning About Aging*, 1982.)

Goal: Demonstrate skills for effective social action across racial, ethnic, sex, cultural, and ability groups.

Instructional Objectives and Examples

Confront individual and institutional bias, prejudice, and discrimination in school and society.

Elementary: Collect a file of advertisements for health care products and services. Evaluate for fair inclusion of females, minorities, the elderly, and the handicapped in illustrations, language, and content. Redesign ads in class, then write to product advertisers.

Secondary: Write to publishers of physical education textbooks to criticize or praise the exclusion or inclusion of females, the handicapped, and minorities. (Teacher note: See Council on Interracial Books for Children, *Guidelines for Selecting Bias-Free Textbooks and Storybooks*, 1980.)

Language Arts

Teacher Strategies

1. Provide diverse classroom role models.
2. Provide equitable quantity and quality of attention to all students.
3. Infuse curriculum with multicultural, nonsexist content including the contributions and perspectives of female, minority, elderly, and handicapped writers.
4. Provide multicultural, nonsexist instruction and climate through teacher example, expectation, and support; through classroom materials, media, and bulletin boards; and through integrated instructional groupings, task assignments, unbiased language, and varied teaching methods.
5. Review and supplement textbooks and workbooks for accurate, specific, balanced treatment of minorities, the handicapped, and females.

Classroom Examples

Goal: Understand self and others as cultural beings acting within a cultural context.

Instructional Objectives and Examples

Integrate sex, race, abilities, and culture as part of a positive, realistic identity for self and others.

Elementary: Collect rhymes and sayings that they know and use. For example, they can recite rhymes used for counting. Explore other forms of children's folklore, such as jump-rope jingles, and language games unique to a group, such as the ritual black verbal game, "Playing the Dozens." Make a class folklore book using the contributions of all children in the class. (Teacher note: See Brown and others, *The Whole World Catalogue*, 1972; and Shepard and Shepard, *Vegetable Soup Activities*, "The Big Game Hunt," 1975.)

Secondary: Conduct a study of the oldest form of literature—poetry. Study its history and forms among different cultural groups. Read and discuss examples of different types of poetry (lyric, narrative and dramatic). Focus on the narrative poems (which tell a story) of a specific ethnic group or individual in the U. S. (such as those by the black poet, Phyllis Wheatley). (Teacher note: See Baker, *Planning and Organizing for Multicultural Instruction*, Chapter 8, "Teaching Strategies for Language Arts," 1983.)

Goal: Recognize U.S. and world diversity.

Instructional Objectives and Examples

Analyze U.S. diversity as a source of vitality, richness, and strength.

Elementary: Explore oral storytelling traditions of different U.S. ethnic groups. Listen to an elderly person telling "old-time" stories. Then make up their own stories and tape record them. (Teacher note: See Chase, *Grandfather Tales*, 1948, and *Jack Tales*, 1971; and Neuenschwander, *Oral History as a Teaching Approach*, 1976.)

Secondary: Study the experiences and characteristics of different cultural and ethnic groups drawing from their folklore. Compare and contrast characteristics of folk tales between ethnic groups. Understand that through the folklore of a group we can learn about some of their significant beliefs, values, and behaviors. Generate a list of the important beliefs and practices reflected in the folklore of their individual ethnic or cultural group. (Teacher note: See Resource Organizations, Association of Black Storytelling.)

Goal: Understand how group membership helps determine values, attitudes, and behaviors.

Instructional Objectives and Examples

Demonstrate open-mindedness about the roles, rights, and responsibilities of persons regardless of group membership.

Elementary: Use the comics as a resource which depicts real-life situations and the universal language of humor. Examine comic strips and tally the sex, race, age, and disability of the characters. Record whether the person is a main or supporting character and the kind of role he or she plays. Share results of the survey with other class members.

Finally, create an original, multicultural comic strip. Compile all of them into a class "funny paper." (Teacher note: Organize the students into small groups for these activities; see Cheney, *Teaching Reading Through the Newspaper*, 1984.)

Secondary: Participate in creative writing projects on themes such as sisterhood/ brotherhood, experiences of acceptance and rejection, belonging to groups, cultural adaptation. Edit each other's writing for biased use of language. (Teacher note: See Carlson, *Sparkling Words*, 1979.)

Goal: Understand the dynamics of discrimination, bias, prejudice, and stereotyping.

Instructional Objectives and Examples

Test cultural information and generalizations for accuracy; use accurate information as tentative clues for understanding individual and group behaviors and viewpoints.

Elementary: Use their favorite television programs and analyze the portrayal of characters and their roles for bias and stereotyping. Create their own TV program using puppetry to portray a multicultural cast of characters, using unbiased language.

Secondary: Watch the evening news for a week, tracking coverage of an issue such as affirmative action, poverty in the U.S., immigrant labor, etc. After compiling the weeks' news notes on the issue, do further research on the selected topic, then write a paper which analyzes the accuracy of news reports on the issue. (Teacher note: See Fletcher and Surlin, *Mass Communication Instruction in the Secondary School*, 1978.)

Goal: Demonstrate skills for effective social action and interaction between racial, ethnic, sex, cultural, and ability groups.

Instructional Objectives and Examples

Consider multicultural, nonsexist dimensions in problem solving and decision making.

Elementary: Read stories about past and present social leaders representative of different ethnic and cultural groups in the U.S. Role play an interview with one character from the past and one contemporary character about the person's dreams, concerns, and perceptions related to social issues of the times. (Teacher note: For example, Chief Pontiac, Ottawa tribal chief, interviews contemporary Native American author Vine Deloria, and vice versa.)

Secondary: Analyze literature for social, political, and economic issues of the past which are still concerns today. Brainstorm to discover whether the social conditions of the past (as portrayed in selected literature) are the same today, have improved, or have regressed. (Teacher note: Make two lists on the chalkboard for the students to respond to—What forces in society have hindered the improvement of social conditions? and What forces have promoted improvement in social conditions?)

MATHEMATICS

Teacher Strategies

1. Provide diverse role models from mathematics-based fields.
2. Review and supplement textbooks for accurate, specific, balanced representation of minorities, the handicapped, and women.
3. Use direct and indirect methods to reduce mathematics anxiety, avoidance, or indifference.
4. Provide equitable quantity and quality of attention to all students.
5. Infuse instruction with unbiased career information which includes the status of females, minorities, and the handicapped in mathematics education and math-based careers.
6. Infuse instruction with multicultural, nonsexist content. Include the mathematics contributions and perspectives of women, minorities, and the handicapped.
7. Vary methods of teaching concepts, skills, and problem solving to meet the needs of diverse students and develop interaction skills.
8. Provide a multicultural, nonsexist climate through bulletin boards, task assignments, integrated instructional groupings, unbiased language, and teacher example, expectation, and support.

Include the mathematics contributions and perspectives of women, minorities, and the handicapped.

Classroom Examples

Goal: Understand self and others as cultural beings acting within a cultural context.

Instructional Objectives and Examples

Distinguish between voluntary and involuntary group membership.

Elementary: Use Venn diagrams to place themselves on the basis of such attributes and variables as color of eyes, hair, or skin; glasses/no glasses; gender; home language; interests; skills; etc. Analyze which characteristics are fixed (involuntary) and which are changeable (voluntary).

Identify self and others as members of several groups by virtue of race, age, ethnic group, language, sex, culture, and ability.

Secondary: Construct Venn diagrams from such sets of statements as: some women are not engineers; some engineers are not women; some engineers are electrical engineers.

Goal: Recognize U.S. and world diversity.

Instructional Objectives and Examples

Know that all individual groups are distinct but interrelated parts of the U.S. macroculture.

Elementary: Using tessellating shapes, contribute to a multicolored design such as a quilt or mosaic. Compare design to U.S. society—each person and group is unique and identifiable and contributes to the character of the whole.

Identify and describe the basic history, demographics, and contributions of his or her own identity group and those of others including the major racial, ethnic, and cultural groups in the U.S.

Secondary: As a class, department or school, develop a "Trivial Pursuit" board, card, or computer game based on biographies of women, minorities, and the handicapped in mathematics and related fields. (Teacher note: Try to elicit some U.S. and Iowa examples.)

Goal: Understand how group membership helps determine values, attitudes, and behaviors.

Instructional Objectives and Examples

Predict the effect of trends, events, and innovations on diverse men and women.

Elementary: On individual "lifelines," estimate years to be spent in various life activities including preschool, years in school, paid work, marriage, parenting, retirement. Analyze for group differences. Compare to U.S. demographic data, such as average work-life expectancies of men and women, percentage of women in labor force, percentage of full-time homemakers, etc.

Recognize how different experiences can influence groups to view events, trends, and innovations from various perspectives.

Secondary: Interview adult men and women about their experiences, opinions, attitudes, and behaviors concerning math. Summarize, and make inferences about whether or not gender roles (experiences) influence opinions, attitudes, and behaviors.

Goal: Understand the dynamics of discrimination, bias, prejudice, and stereotyping.

Instructional Objectives and Examples

Detect beliefs and actions based on prejudice and bias in self, others, and institutions.

Elementary: Assess their attitudes about math and math-based occupations and activities on a questionnaire which reveals experiences (in and outside of school) and feelings. Compare experiences and how they can effect feelings, attitudes, and behaviors.

Understand how prejudice, discrimination, bias, and stereotyping impact aspiration and achievement of individuals and groups.

Secondary: Work to solve problems which teach math skills and simultaneously convey information about the participation of females and minorities in mathematics. Identify math as a "critical filter" for entry into many occupational areas. (Teacher note: Examples of problems: In 1986, 6 percent of all U.S. engineers were women. There were 1,749 female engineers. How many male engineers were there? Make a graph showing the five occupational areas with the highest average starting salary offered in 1987. Show the percentage of women entering each of those areas. See publications from the EQUALS Project, U.C., Berkeley.)

Goal: Demonstrate skills for effective social action across racial, ethnic, sex, culture, and ability groups.

Instructional Objectives and Examples

Demonstrate respect for physical and cultural differences by modeling nonsexist, culturally sensitive language and interaction patterns.

Elementary: Listen to or read biographies of minorities, females, and disabled individuals, such as Maria Mitchell, astronomer; Sally Ride, astrophysicist; Elijah McCoy, inventor; Lillian Gilbreth, engineer; Charles Drew, physician; Kathryn Green, inventor. Enact playlets based on real or imaginary incidents in their lives, such as Sally Ride applying to be the first woman in space.

Resolve interpersonal and intergroup conflicts across ethnic, cultural, and gender gaps.

Secondary: Compete in groups to see which can build the tallest structure (using only paper, tape, scissors, paper clips) which can be carried intact to a measurement site. Analyze the team process and the relationship of competition to cooperation. (Teacher note: Groups should be heterogeneous. See *SPACES*, EQUALS Project, U.C., Berkeley.)

SCIENCE

Teacher Strategies

1. Provide diverse role models from science-related occupations.
2. Use direct and indirect methods for reducing mechanical and science anxieties.
3. Review and supplement textbooks for accurate, specific, balanced representation of minorities, the handicapped, and females.
4. Provide equitable quantity and quality of attention to all students.
5. Infuse instruction with unbiased career information which includes the status of females, minorities, and the handicapped in science education and science-related fields.
6. Infuse instruction with multicultural, nonsexist content. Include the contributions and perspectives of women, minorities, and the handicapped in the evolution of science and when examining issues involving the interface of science and technology with society.
7. Provide a multicultural, nonsexist climate through teacher example, expectation, and support, and through bulletin boards, integrated instructional groups, task assignments, and unbiased language.

Classroom Examples

Goal: Understand self and others as cultural beings acting within a cultural context.

Instructional Objectives and Examples

Understand that people are both alike and different; distinguish between the similarities that define us as human and the differences that make us unique.

Elementary: Collect pictures of diverse people. Describe physical differences and classify them as "physical" or "acquired" differences. Create a collage of the pictures. (Teacher note: See Baker, *Planning and Organizing for Multicultural Instruction*, 1983.)

Secondary: Generate definitions of specific physical and mental disabilities. Decide how these differences are similar to and different from race and sex differences. (Teacher note: See Baker, *Planning and Organizing for Multicultural Instruction*, 1983.)

Goal: Recognize U.S. and world diversity.

Instructional Objectives and Examples

Define the U.S. as a multicultural, multiethnic, multiracial society.

Elementary: Read or listen to stories from many cultures about different scientific phenomena such as "How the Camel Got its Hump," "Thor's Hammer," "Pecos Bill," "The Loon's Necklace," etc. Trace origin of popcorn to Native American peoples. Share Indian legends concerning what makes the corn pop. Discuss scientific explanations of why corn pops. Conclude that there are many groups of people in the U.S. with different myths to explain scientific phenomena.

Identify and describe the basic history, demographics, and contributions of his or her own identity group and that of others, including the major racial, ethnic, and cultural groups in the U.S.

Secondary: Formulate extra credit science history "question of the week" with content from biographies of minority, female, and handicapped contributors. Create a collage, scrapbook, or bulletin board of diverse people working in science-based fields.

Goal: Understand how group membership helps determine values, attitudes, and behaviors.

Instructional Objectives and Examples

Identify current and historical perspectives of various groups on situations, issues, and developments.

Elementary: Investigate reasons why some Asian Americans and U.S. minorities don't like or can't digest milk. Brainstorm nutritional alternatives to milk (yogurt, cheeses, etc.).

Secondary: Compare and contrast attitudes of various groups toward the environment—Asian, American Indian, Amish, Euro-American, etc.

Goal: Understand the dynamics of discrimination, bias, prejudice, and stereotyping.

Instructional Objectives and Examples

Detect beliefs and actions based on prejudice and bias in self, others, and institutions.

Elementary: Collect advertisements for computers, science games, toys and books, computer camps and classes, etc. Evaluate for fair inclusion of females, minorities, and the handicapped in illustrations, language, and content. Write to advertisers of products; redesign ads.

Differentiate between individual and institutional sexism, racism, elitism, and handicappism and know how inequity is institutionalized.

Secondary: Agree on a statement which describes the purpose and intent of laws which prohibit discrimination against individuals with handicaps. Brainstorm ways that the sciences have helped or could help eliminate forms of discrimination. List related science-based occupations—biomedical engineering, for example.

Goal: Demonstrate skills for effective social action and interaction across racial, ethnic, sex, culture, and ability groups.

Instructional Objective and Examples

Resist the impact of stereotypes on self and others in order to expand career and economic horizons.

Elementary: Reduce mechanical and science anxiety by "tinkering." Take old appliances apart. Reassemble simple appliances. Write and illustrate instruction manuals for disassembling and reassembling appliances. (Teacher note: See Sprung, Froschl, and Campbell, *What Will Happen If....)*

Identify, describe, or predict the differential impact of historical and current events, trends, and innovations on different groups.

Secondary: Generate a list of areas in need of scientific research including those which may be viewed from different perspectives by men and women, minority and nonminority, handicapped and nonhandicapped. In heterogeneous groups, rank, attach dollar amounts, and defend their "expenditures." Speculate on how homogeneous groups might prioritize and why. Analyze whether research money is allocated on a logical basis or on the basis of vested interests. (Teacher note: List of possibilities include: Tay-Sachs disease, alopecia, sickle cell anemia, strategic defense initiative, hemophilia, osteoporosis, thalassemia, AIDS, toxic shock syndrome, dyslexia, high blood pressure, infant mortality, agriculture, aquaculture, Alzheimer's disease, herbal medicine, etc.)

Social Studies

Teacher Strategies

1. Provide diverse classroom role models.
2. Review and supplement textbooks for accurate, specific, balanced representation of minorities, the handicapped, and women.
3. Provide equitable quantity and quality of attention to all students.
4. Infuse instruction with unbiased career information which includes the status of females, minorities, and the handicapped in school and society.
5. Infuse instruction with multicultural, nonsexist content. Include both the contributions and perspectives of women, minorities, and the handicapped.
6. Provide a multicultural, nonsexist climate through teacher example, expectation, and support, and through bulletin boards, integrated instructional groups, task assignments, and unbiased language.
7. Vary methods of teaching knowledge and skills to meet the needs of diverse students and to provide practice in citizenship and social participation.

Teachers can select activities to increase self-esteem, remove limitations, and widen options for all students.

Classroom Examples

Goal: Understand self and others as cultural beings acting within a cultural context.

Instructional Objectives and Examples

Analyze own feelings and behaviors toward those who are different from her or him.

Elementary: Write on topic, "If I were a girl, I would..." and, "If I were a boy, I would..." Discuss the ways being male or female affects what we do and how we're treated. (Teacher note: Typically, this reveals gaps in self-esteem and direction between males and females which teachers can use to select activities to increase self-esteem, remove limitations, and widen options for all students.)

Apply a multicultural, nonsexist knowledge-base to understand individuals, groups and events.

Secondary: Trace on U.S. maps the movements of their mothers, grandmothers, great-grandmothers, etc., and write or tell brief descriptions of who went where, why they moved, and what they did in each place. (Teacher note: Women's history, more than family history, is the focus here. In order to accommodate students attached to foster mothers, stepmothers, adoptive mothers, or no mothers, students can be encouraged to choose any adult woman significant to them and trace her ancestor's movements to and within Iowa.)

Goal: Recognize U.S. and world diversity.

Instructional Objectives and Examples

Define the U.S. as a multicultural, multiethnic, multiracial society.

Elementary: Build shoe box floats depicting events or symbols in the lives of diverse men and women in U.S. or Iowa history. Share with other classes. (Teacher note: See *Women's History Curriculum Guide*, National Women's History Project.)

Analyze the relationship between cultural pluralism and the ideals of democracy; recognize the contradiction between the ideals and realities of U.S. society.

Secondary: Develop a computer game, quiz, card game, trivia game, etc., concerning the status and participation of women, the handicapped, and minorities in government. Examples: In what year did American Indians first vote at the national level? What president used a wheelchair? Who was the first black supreme court justice? How many minority legislators are there in Iowa? (Teacher note: So that students may draw conclusions, some comparative questions should be included. For example: In what year did women/blacks first vote at the national level? What year did white men first vote at the national level?)

Goal: Understand how group membership helps determine values, attitudes, and behaviors.

Instructional Objectives and Examples

Compare the positive and negative experiences of individuals and groups of different backgrounds and recognize similarities and differences between and within various groups.

Elementary: Listen to storytellers who come to class in character and costume of diverse figures (minority, female, etc.) in U.S. and Iowa history relate stories of "their" lives. Draw pictures or write stories to tell how they would have acted in the story, and why they would or would not have acted differently than the story characters. (Teacher note: Resources-Association of Black Storytelling, and "A Celebration of Storytelling," *Des Moines Sunday Register*, Sec. C, pg. 1, February 21, 1988.)

Identify current and historical perspectives of various groups on situations, issues, and developments.

Secondary: Create a press conference, newscast, TV interview, roundtable TV show, etc., in which students or resource people impersonate famous people in history and their perspectives on various issues. For example: Chief Blackhawk and James Watt on groundwater pollution.

Goal: Understand the dynamics of discrimination, bias, prejudice, and stereotyping.

Instructional Objectives and Examples

Identify how prejudice, discrimination, bias, and stereotyping impact the aspiration and achievement of individuals and groups and impede interpersonal and intergroup relations.

Elementary: Experience methodical and deliberate discrimination at school. Afterwards, analyze their feelings, behaviors, attitudes, and academic performance as both the oppressors and the oppressed. (Teacher note: Resource-*Eye of the Storm*, a film which tells of the Riceville, Iowa, classroom where teacher Jane Elliot methodically discriminated against white elementary students on the basis of eye color, giving brown-eyed children dominance one day and blue-eyed children dominance the next. Reactions [including academic performance] of students to both oppression and privilege were dramatic and insightful. Due to the emotion-laden nature of this activity, teachers should view the film before beginning.)

Differentiate between individual and institutional sexism, racism, elitism, and ethnocentrism and know how inequity is institutionalized.

Secondary: Examine how anti-semitism led to the Nazi Holocaust. (Teacher note: Specific resources available from the Anti-Defamation League of B'nai B'rith; see resource organizations in this publication.)

Goal: Demonstrate skills for effective social action across racial, ethnic, sex, culture, and ability groups.

Instructional Objectives and Examples

Reconcile points of view in conflicts arising within and between sex, race, ethnic, and ability groups. Confront individual and institutional bias, prejudice, and discrimination in school and society.

Elementary: Develop rules about harassment and name-calling, covering language dealing with mental and physical disabilities, race, sex, ethnicity, religion, and age. Use rules at school.

Identify, describe, and practice basic civil rights and responsibilities as defined by the Constitution and legislation.

Secondary: Use case studies which present unresolved civil rights problems related to race, ethnicity, sex, and handicap to develop solutions, make decisions based on facts and values, and predict consequences of decisions. Compare to actual civil rights cases and court decisions.

Vocational Education

Teacher Strategies

1. Provide diverse role models in the classroom, at community sites, and on advisory councils and committees.

2. Use direct and indirect methods for reducing anxieties of students who come to vocational labs and classrooms with less background and experience than others.

3. Develop special direct and indirect support strategies for nontraditional students.

4. Review and supplement texts for accurate, specific, balanced representation of minorities, the handicapped, and females.

5. Provide equitable quantity and quality of attention to all students.

6. Infuse instruction with unbiased career information which includes the status of females, minorities, and the handicapped in vocational education and in fields of agriculture, business, home economics, industrial technology, marketing, and health occupations.

7. Infuse instruction with content about the contributions and perspectives of diverse men and women in agriculture, business, home economics, industrial technology, marketing, and health occupations.

8. Provide a multicultural, nonsexist climate through teacher example, expectation, and support, and through bulletin boards, integrated instructional groups, task assignments, and unbiased language.

9. Interact with counselors, curriculum committees, and elementary teachers about the goals and content of the agriculture, business, home economics, marketing, industrial technology, and health occupations curricula.

10. Monitor placements at community training and experience sites to discourage stereotyping and widen options and opportunities for all students.

Monitor placements at community training and experience sites to discourage stereotyping and widen options and opportunities for all students.

Classroom Examples

Goal: Understand self and others as cultural beings acting within a cultural context.

Instructional Objectives and Examples

Apply a multicultural, nonsexist knowledge-base to understand individuals, groups, and events.

Develop a history of women in agriculture, including Native Americans, immigrants, migrants, women held in slavery, relatives of well-known U.S. founders, etc. Use as a presentation for a special event.

Develop a quiz based on local and national information about women, minorities, and handicapped people in business. Invite local business people to test their knowledge. Tally results and summarize. (Teacher note: Sample questions: Who was the first female self-made millionaire in the U.S.? Who invented the cotton gin? In what country did "Quality Circles" originate? How many women are on the boards of Fortune 500 companies? What percent of secretaries are women? What percent of new U.S. businesses were begun by women last year? What percent of government loan money for new businesses did women get last year? What percent of women today plan to major in business? What percent of men?)

Integrate sex, race, abilities, and culture as part of a positive, realistic identity for self and others.

Listen to expert minority adults outline general cultural differences in families and child rearing. Compare to mainstream. Discuss cultural awareness in relation to the role of child care and child development workers in fostering the identity and self-esteem of each child.

Understand the significance of cultural perspective in understanding self and others.

Develop a standard survey to determine whether males and females have different experiences that relate to industrial technology content. Survey students in elementary and junior high. Summarize and make inferences about cultural influences on males and females. (Teacher note: Sample questions: Have you ever fixed your bicycle? Do you use a computer? Have you ever helped with building or remodeling anything? Can you use a hammer? Have you ever used a power tool? Have you ever fixed a lamp? etc.)

Goal: Recognize U.S. and world diversity.

Instructional Objectives and Examples

Express value of crosscultural understanding and harmony to nation and world.

Explore the value of bilingualism in agricultural careers.

Infer ways that U.S. culture is shaped by the contributions, viewpoints, and experiences of diverse men and women.

Monitor the representation of the handicapped, minorities, and females in mass media advertising. Evaluate U.S. diversity as a factor in advertising. Predict trends based on demographics concerning population, social, and economic changes.

Trace connections between foreign cultures and U.S. ethnic groups. Identify the salient characteristics of U.S. common culture.

Interview families of differing ethnic backgrounds about family traditions regarding religious celebrations, holidays, harvests, birthdays, funerals, etc. Compare similarities and differences. Research the origins of some customs, foods, decorations, etc. Identify elements which are part of U.S. common culture, such as Christmas trees.

Compare U.S. diversity to that of other nations. Recognize and trace transnational social, political, and economic interdependencies.

Explore quality circles in industry—the U.S. origins, the Japanese adaptation, and the cultural implications.

Goal: Understand how group membership helps determine values, attitudes, and behaviors.

Instructional Objectives and Examples

Identify current and historical perspectives of various groups on situations, issues, and developments.

Explore male gender-role stereotypes. Evaluate the costs and benefits to males in general, and how the costs escalate during hard economic times in agriculture. (Teacher note: Use Iowa examples.)

Compare the positive and negative experiences of individuals and groups of different backgrounds and recognize similarities and differences between and within various groups.

Compare information about sexual, racial, and other kinds of harassment in the work place.

Trace specific influences of culture and gender on verbal and nonverbal interaction styles.

Outside class, on a standard form developed in class, code male-female interactions in various settings: Who talks more? Who talks longer? Who interrupts more? Whose ideas are acknowledged? Whose ideas are acted on? Discuss male-female learned differences in verbal communication. (Teacher note: Can be extended to nonverbal communication; see Sadker, Sadker and Kaser, *The Communications Gender Gap.*)

Recognize how different experiences can cause groups to view events, trends, and innovations from various perspectives.

Develop graphic display of the participation of ethnically diverse women in the U.S. labor union movement. Analyze what conditions led to the rise of the large proportion of women leaders. (Teacher note: See Hymowitz and Weissman, Bantam, *A History of Women in America*, 1978.)

Goal: Understand the dynamics of discrimination, bias, prejudice, and stereotyping.

Instructional Objectives and Examples

Identify how prejudice, discrimination, bias, and stereotyping impact aspiration and achievement of individuals and groups.

Collect a file of jokes and cartoons about farmers. Evaluate for stereotypes, inaccuracies and omissions. Use as a springboard to discuss race, sex, and handicap stereotypes.

Identify how prejudice, discrimination, bias, and stereotyping impact aspiration and achievement of individuals and groups.

Collect a file of jokes and cartoons about men and women in business. Evaluate for stereotypes, inaccuracies, and omissions. Rewrite captions or punch lines to make them "fair." Develop originals and rewritten versions in booklet or other format. (Teacher note: Reversing the bias in captions does not make them "fair.") roles they convey. Note whether or not all the babies depicted are white.)

Resist impact of stereotypes on self and others in expanding career and economic horizons.

Develop alternatives to job titles and terms such as draftsman, journeyman, flagman, foreman, lineman, pressman, repairman, craftsman, manmade, man-hour, manpower, workman. Compare job titles to those found in newer editions of the government's Dictionary of Occupational Titles. Develop a "glossary" for class use. (Teacher note: Introduce "stereotype" as a word borrowed from the printing trade. Discuss implications of applying "set forms" to individuals and groups.)

Goal: Demonstrate skills for effective social action across racial, ethnic, sex, culture, and ability groups.

Instructional Objectives and Examples

Confront individual and institutional bias, prejudice and discrimination in school and society.

Write to manufacturers of farm equipment to praise or criticize the inclusion or omission of handicapped individuals, females, and minorities in the manuals they provide to the schools.

Demonstrate respect for physical and cultural differences by modeling nonsexist, culturally sensitive language and interaction patterns.

Complete "in-basket" exercises depicting business situations involving interactions between men and women, the handicapped and nonhandicapped, native English speakers and native foreign language speakers, and people of different cultural backgrounds.

Consider multicultural, nonsexist dimensions in problem solving and decision making.

Design clothing or paraphernalia for handicapped children or adults.

Develop a logo, brochure, etc., for organizations or businesses such as Society of Women Engineers, Women in Construction, Minorities in Engineering Project, Association for Retarded Citizens, American Association of Retired Persons, etc. Or design a brochure, exhibit, etc., to encourage the participation of minorities, the handicapped, or females in industrial technology classes, clubs, and occupations.

Evaluating Student Achievement

The concepts, goals, and objectives described in this publication are guidelines for setting up positive student outcomes. They are an effort to help educators clarify educational goals and assess the degree to which current approaches teach the basics of multicultural, nonsexist education so important in a diverse nation and world.

Many kinds of appraisal strategies are necessary to assess student achievement relative to multicultural, nonsexist education. Many are implied in the classroom examples given. Paper-and-pencil tests would be among those strategies, but need to be supplemented with other means such as teacher observation of student performance in simulated or real-life situations and students' self-reports, surveys, sociograms, diaries, or journals.

The basic aim of appraising student learning is to help educators, as they teach and develop curriculum, improve the educational program in order to enhance student learning.

Evaluation Checklist

for Multicultural, Nonsexist Education

Educator Perceptions

This checklist is a guide for educators in evaluating multicultural, nonsexist education programs. It was designed to be consistent with the concepts, goals, instructional objectives, and classroom examples in this publication.

Since multicultural, nonsexist education encompasses curriculum in the broadest sense, systemic infusion is required. This checklist includes items related to curriculum structure, curriculum content, instructional materials, and instructional strategies. How content is taught and the equity climate of the school are critical factors in how well students gain multicultural, nonsexist knowledge, skills, and attitudes. The following evaluation will help educators assess institutional strengths and weaknesses and make adjustments to improve the educational program.

Although other resources were reviewed, the checklist format and most items were derived from the Iowa Department of Education series, Multicultural, Nonsexist Education in Iowa Schools. These booklets provide program-specific checklists that can be used to give a focused evaluative picture in 12 curricular areas and school administration. (See Andersen, T., in the bibliography for a list of these 13 booklets.)

The Likert-type scale employed in this questionnaire enables the user to sharply determine the areas of greatest need.

Student Perceptions

In order to obtain a more complete evaluation of multicultural, nonsexist education implementation, student perceptions are valuable and could be gleaned by translating questions from this checklist into a similar student checklist. This will provide a basis for comparing student and staff perceptions.

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
A. Curriculum Structure					
1. There are diverse role models: (male-female, diverse racial/cultural groups, and the disabled) represented on the district's staff.					
Administration					
Certified Instructional Staff					
Classified Support Staff					

Almost always	Frequently	Occasionally	Almost never	Never
1	2	3	4	5

a. If the answer to question #1 is almost never/never, what caused this to happen? Are there long-range strategies for changing this staffing pattern?

b. What impact does this staffing pattern have on the strategies that will be used to achieve multicultural, nonsexist education objectives?

- -

2. There are diverse student enrollments (both sexes, diverse racial/cultural groups, and special education students) in all course and curriculum areas in the district.

a. If the answer to question #2 is almost never/never, in which programs and courses do enrollments exhibit signs of sex-typing, racial/cultural isolation, or lack of integration of special education students? List program(s) and course title(s) where applicable:

Sex Race/National Origin Disability

b. What impact do these enrollment patterns have on the implementation of multicultural, nonsexist curriculum?

- -

3. Practices are being used which aim to eliminate sex-typed enrollments (80 percent or more of one sex), racial isolation, or isolation of special education students.

- -

	Almost always	Frequently	Occasionaly	Almost never	Never
	1	2	3	4	5
4. All course titles: a. Describe the content of the course. b. Are devoid of language implying that they are more appropriate for one sex, particular racial/cultural groups, or the handicapped.					
5. Course and program descriptions which appear in registration handbooks are accurate, up-to-date, and written in sex-fair and culturally sensitive language.					
6. Secondary elective courses are one semester in length to allow for greater student flexibility and greater potential for nontraditional enrollments.					
7. There has been meaningful, ongoing interaction between the teaching staff and the person responsible for implementing the multicultural, nonsexist education plan.					
8. Inservice on multicultural, nonsexist strategies in various curriculum areas has been provided for all staff members.					
9. Inservice on integrating multicultural, nonsexist education concepts into all curriculum areas has been provided for staff members.					

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
10. Someone has been assigned the responsibility of seeing that multicultural, nonsexist concepts are integrated into curriculum resource guides and programs.					
11. District administrators have visibly incorporated educational equity concepts into staff and program evaluation procedures.					
12. There is an active, ongoing multicultural, nonsexist advisory committee in the district.					
13. Prerequisites for upper-level courses have been examined to ensure that they do not unnecessarily exclude some students.					
14. There are diverse role models (male and female, diverse cultures/races, the disabled) on the counseling staff.					
15. Adequate records are kept by counselors to determine whether both males and females, diverse racial/cultural groups, all socioeconomic groups, and the disabled are being equitably served.					
16. Brochures disseminated through the counselor's office are free of stereotyping on the basis of sex, race, national origin, or disability.					

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
17. Data is collected in follow-up studies on graduates and desegregated by race, sex, and disability to determine whether the needs of all students are being met by the current educational program.					
18. All student, staff, and parent handbooks as well as the high school registration handbooks include:					
a. The school's nondiscrimination policy.					
b. The name, work address, and phone number of the educational equity coordinator.					
c. Information on the civil rights grievance procedure.					
19. Advisory councils and committees include a balance of men and women, minorities, and the disabled.					
20. District policies and educational goals consistently affirm multicultural, nonsexist education.					
21. Curriculum development and lesson planning forms used within the district consistently include components on multicultural, nonsexist education.					
22. All courses and programs are offered and taught on an integrated basis.					

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5

B. Curriculum Content

1. Multicultural, nonsexist concepts are visibly integrated into the philosophies, goals, objectives, content, strategies, and evaluation components of the instructional resource guides and course outlines in all curriculum areas, K-12.

- -

2. There is content which causes students to explore their personal and group identities.

   a. This exploration includes racial, ethnic, gender, and disability identities.

   b. This content includes exploration of learning styles as they relate to race, culture, sex, and ability groups.

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3. There is content which causes students to explore their personal and cultural values and the extent to which their actions are consistent with those values.

- -

4. There is content which causes students to explore the ways in which bias in language may convey stereotypes about racial, age, cultural, ability, economic, and gender groups.

- -

5. Curriculum content makes students aware of the valuable and unique contributions and perspectives of diverse racial/cultural groups, men, women, and the disabled.

- -

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
6. Curriculum content avoids implying that certain lifestyles, activities, or occupations are more appropriate for one sex, a particular cultural group, or the handicapped.					
7. Curriculum content conveys the realities of cultural pluralism in the United States.					
8. Curriculum content causes students to understand the importance of meaningful work for which one is fairly and reasonably compensated in the lives of all people regardless of their sex, race, culture, or disability.					
9. There is content in the curriculum which causes students to explore the origins and effects of sexism, racism, elitism, and handicappism in U.S. society.					
10. There is content which causes students to evaluate how prejudice, discrimination, and bias impact the aspiration and achievement levels of individuals and groups.					
11. There is content in the curriculum on basic intergroup relations which will prepare students to successfully learn, live, and work with members of the other sex, diverse racial/cultural groups, age groups, and the disabled.					
12. There is content in the curriculum which provides basic understanding of civil rights laws and their impact on society and the individual.					

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	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
13. There is content in the curriculum which exposes students to both short- and long-range decision-making strategies and causes them to consider multicultural, nonsexist dimensions in problem solving and conflict resolution.					
14. There is content which helps students integrate sex, race, disability, age, and culture as part of a positive, realistic identity for self and others.					
15. There is content which helps students recognize the conflict between the ideals of democratic pluralism and the realities of U.S. society.					
16. There is content which compares the positive and negative experiences of individuals and groups of different cultural and socioeconomic backgrounds.					
17. There is content which helps students recognize similarities and differences between and within various groups.					
18. There is content which helps students recognize the extent and nature of U.S. diversity.					
19. There is content which prepares students for effective participation as citizens in a multicultural, nonsexist society.					

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
20. There is content in the curriculum which helps all students examine and analyze traditional and nontraditional alternatives and options for living, working, and learning.					
21. There is content which helps students recognize culture, gender, handicap, age, and socioeconomic biases in educational and popular media.					

C. Instructional Materials

1. The following instructional materials are representative of the cultural/racial diversity in the U. S. as well as the roles open to women and men in today's society. Disabled and older persons are represented.					
a. Textbooks					
b. Supplementary teaching materials					
c. Audiovisual resources					
d. Posters and brochures in the counseling offices					
e. Bulletin boards in offices and classrooms					
f. Student reference materials					
g. Computer software					
2. Men and women, diverse racial/cultural groups, and the disabled are shown in both active and passive roles in educational materials.					

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
3. Materials avoid reinforcing stereotypes about cultural/racial groups, women and men, the elderly, and the disabled.					
4. The perspectives of both men and women, diverse racial/cultural groups, and the disabled are included in educational materials.					
5. Members of diverse racial/cultural groups, men, women, and the disabled are shown and described in a broad range of personal and professional activities.					
6. The school board has adopted a definitive textbook adoption policy which includes multicultural, nonsexist criteria.					
7. Instructional materials are free of ethnocentric, sexist, or elitist language patterns which may make implications about people and groups based on their culture, race, sex, socioeconomic status, or disability.					
8. Materials use occupational titles which are gender-neutral.					
9. Materials deal openly and accurately with the impact of sexism, racism, elitism, ageism, and handicappism in the workplace and society.					
10. Materials include information on current civil rights laws.					

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
11. Materials show and describe men, women, diverse racial/cultural groups, and the handicapped in positions of leadership and action.					
12. Materials emphasize the home and family responsibilities of both females and males and avoid linking these responsibilities to females only.					
13. The professional library includes materials to help staff implement multicultural, nonsexist education.					

D. Teaching Strategies

1. Teachers routinely consider multicultural, nonsexist implications in planning each lesson, unit, course, program, or curriculum.					
2. Teachers include multicultural, nonsexist education components in each course or subject they teach.					
3. Bulletin boards and staff-made displays in classrooms and offices represent the cultural/racial diversity in the U. S. and the roles open to both men and women and the disabled in today's society.					
4. Students are alerted to stereotyping when it occurs in educational materials.					

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
5. When materials do stereotype persons on the basis of race, age, national origin, sex, or disability, supplementary materials are used to offset the stereotyping.					
6. All staff avoid using oral, written, or nonverbal communication patterns which may be sexist, racist, elitist, or ethnocentric.					
7. Classroom management strategies and student role assignments are used which reinforce multicultural, nonsexist behavior.					
8. Staff cooperate to plan and teach multicultural, nonsexist concepts across disciplines.					
9. Teachers use comparative approaches in the study of diverse groups.					
10. Staff provide diverse male and female role models as speakers, demonstrators, and performers in the classroom and for special events such as field trips, assemblies, and career days.					
11. Teachers inform community-based work and experience sites about the school's nondiscrimination policies and keep all such sites open to all qualified students.					

	Almost always	Frequently	Occasionally	Almost never	Never
	1	2	3	4	5
12. Teachers address issues and events from a multicultural, nonsexist perspective.					
13. Teachers ask students to point out biased teacher practices.					
14. Estimates of student ability and achievement are based on criteria that have minimal cultural and sex bias.					
15. Teachers monitor the quantity and quality of their interactions with male/female, handicapped/nonhandicapped, minority/nonminority, poor/nonpoor students.					
16. Staff consciously work to increase knowledge of selves and others as cultural beings relative to: - values - lifestyles - behaviors - learning styles					
17. Staff use a variety of groupings and approaches to accommodate the learning and interaction styles of all students regardless of disability, sex, culture, or race.					
18. Staff intervene when students self-segregate.					

Bibliography

This annotated bibliography of resources used to prepare this guide provides references for an overview of multicultural, nonsexist education, including its theoretical foundations and basic concepts related to diverse groups. It is not a comprehensive bibliography for classroom applications; however, some activity-oriented references have been included and are grouped separately from the theoretical references.

For specific resources for classroom application, consult the resources section of each booklet in the series, Multicultural, Nonsexist Education in Iowa (see Anderson, T.A. in this bibliography). Other possible sources of reference, teaching materials, and technical assistance are the area education agency media centers, the faculty of human relations courses in teacher preparation programs, catalogs of various professional education organizations, specialized catalogs from developers and disseminators of educational equity materials, and regional desegregation assistance centers.

Theory Oriented/Knowledge Base

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McCormick T.E., and Tino Noriega. "Low Versus High Expectations—A Review of Teacher Expectation Effects on Minority Students." ***Journal of Educational Equity and Leadership,*** **Vol. 6, Fall 1986, pp. 224-234.** The authors review and summarize research studies on teacher expectations and effects on minority student achievement, and make suggestions for classroom teachers to avoid negative effects.

Meyen, E., F. Rodriguez, and K. Erb. ***Mainstreaming a Multicultural Concept Into Special Education.*** **Lawrence, KS: Department of Special Education, University of Kansas, 1981.** The book provides a rationale for infusing multicultural approaches into special education, a suggested inservice workshop, a process for infusion, and evaluation guidelines.

Milne, L., and M. Milne. ***The How and Why of Growing.*** **New York: Atheneum, 1972.** This book depicts aging as a natural part of life.

Mindel, C., and R. Habenstein, eds. ***Ethnic Families in America — Patterns and Variations.*** **New York: Elsevier, 1977.** The editors provide an overview of family patterns and variations of the major U.S. ethnic groups.

Moore, P. "Journey into Old Age." ***Reader's Digest.*** **September 1984, pp. 79-82.** Moore describes the experiences of a 26-year-old woman who takes on the identity of an older woman.

Myrdal, G. ***The American Dilemma.*** **New York: Harper and Row, 1944.** This is a classic study and commentary on racial relations and problems in the United States.

National Coalition of Advocates for Students. ***Barriers to Excellence: Our Children at Risk.*** **New York: National Coalition of Advocates for Students, 1985.** This report, based on nationwide hearings held by the coalition, goes beyond A Nation At Risk to identify and describe the barriers to excellence for all children, but especially those who are at risk because of poverty, race, sex, national origin, parental status, or handicap. Action steps for overcoming barriers to excellence are outlined.

Payne, C. R. "Multicultural Education: A Natural Way to Teach." ***Contemporary Education,*** **Vol. 54, 1983, pp. 98-104.** Payne views multicultural education as a process and emphasizes teaching all disciplines to members of all ethnic and cultural groups as opposed to teaching about cultural diversity.

Ramirez, M., and A. Castaneda. ***Cultural Democracy, Bicognitive Development, and Education.*** **New York: Academic Press, 1974.** The authors promote an expansion of educational techniques to fit the thinking patterns of children of diverse cultural backgrounds.

Religion and Public Education **- The Journal of the National Council on Religion and Public Education.** This journal is devoted to news, reviews of books, and curricular materials related to interactions of religion and public education. Pertinent issues include: "Religion in the School Curriculum (Issues and Updates)," Spring 1987; "Women, Religion and Education,"

Summer 1987; "Famous Americans—A Look at their Religious Beliefs," Fall 1987; "Religion and Education: Legal and Legislative Trends, Including At-Home Instruction," Winter 1988.

Rodriguez, F., and A. Sherman, eds. ***Cultural Pluralism and the Arts.*** **Lawrence, KS: University Press of Kansas, 1983.** Concepts, activities, and bibliographies for art and music educators on African/black Americans, Native American Indians, and Hispanics are presented.

Ruderman, J. ***Jews in American History: A Teachers Guide.*** **New York: Anti-Defamation League of B'nai B'rith, 1974.** This basic handbook for teachers includes a survey of American-Jewish history, an annotated bibliography, questions, and activities.

Sleeter, C. E., and C. A. Grant. ***Making Choices for Multicultural Education — Five Approaches to Race, Class, and Gender.*** **Columbus, OH: Merrill, 1988.** The authors offer educators a way of thinking about race, language, culture, class, gender, and disability in teaching. They investigate multicultural education, how it is defined and taught in school, its conceptual base, and reasons for its development.

Tavris, C., and C. Wade. ***The Longest War: Sex Differences in Perspective.*** **2nd ed. New York: Harcourt Brace Jovanovich, 1984.** This book provides historical background and roots of present-day sexism; exposes and helps dispel myths and stereotypes about females.

"Teaching Today's Kids — Tomorrow's Elders." ***Aging,*** **August - September, 1984, pp. 19-26.** This article deals with closing the generation gap between the young and the elderly.

Thernstrom, S., and others, eds. *Encyclopedia of American Ethnic Groups.* **Cambridge, MA: Harvard University Press, 1980.** This is a vital reference work on both the theoretical aspects of ethnicity and the history of diverse ethnic groups.

Wigginton, E., ed. ***Foxfire*** **(series). Garden City, NY: Doubleday/Anchor Press, 1972 - present.** The series includes oral history stories about Appalachian folklore (including folk medicine) collected by students.

Application (Various Settings)

Abbott, J., and J. Monahan. ***Integrating Multicultural Learning Experiences in the Curriculum.*** **Kansas City, KS: Cooperative Urban Teacher Education Program, 1986.** This learning activity book is designed to help pre-service and in-service teachers incorporate multiethnic information and awareness activities into the classroom.

American Association of Retired Persons. ***Growing Together: An Intergenerational Sourcebook.*** **Washington, DC: American Association of Retired Persons, 1985.** This book puts forth ideas for advancing cooperative intergenerational programming in schools and communities.

Baker, G. C. ***Planning and Organizing for Multicultural Instruction.*** **Reading, MA: Addison-Wesley, 1985.** Baker includes content for teaching a course on multicultural education, an approach for its implementation at various levels in the educational system and in different subject matter areas, including many activities.

Banks, J. A. ***Teaching Strategies for Ethnic Studies.*** **4th ed. Boston: Allyn and Bacon, 1987.** This is a basic book providing background and contributions of 10 ethnic groups and strategies for integrating multiethnic concepts into the curriculum. It includes a chapter on Jewish Americans.

Boyer, J. B., and J. L. Boyer, eds. ***Curriculum and Instruction After Desegregation.*** **Manhattan, KS: AG Press, 1975.** The Boyers have gathered strategies for integrating multicultural

concepts into the school curriculum. They present 13 brief essays by education specialists representing a variety of viewpoints on diversity.

Bradshaw, C., T. Stinard, and P. Yager. ***An Evaluation Model for Assessing Multicultural, Nonsexist Educational Programs and Practices: A Guide for Local School Districts.*** **Cedar Rapids, IA: Grant Wood Area Education Agency, March 1983.** This guide includes an item bank, sample questionnaires, and data analysis strategies.

Brown, R., and others. ***The Whole Word Catalogue.*** **New York: Teachers and Writers Collaborative, 1972.** Word play activities and "how to" for oral language play, play with imagery, written language, poetry, and a potpourri of language and literature games are presented.

Campbell, P. ***Diagnosing the Problem: Sex Stereotyping in Special Education.*** **Newton, MA: Education Development Center.** This training kit explores the issue of sex role stereotyping in special education and how the curriculum can be changed to make it more equitable.

Campbell, P. ***Exercising Your Rights: Eliminating Sex Bias in Physical Education.*** **Newton, MA: Education Development Center, Inc., 1979.** This kit for educators looks at messages and myths about physical education, athletics, and female and male competence.

Carlson, R. ***Sparkling Words.*** **Geneva, IL: Paladin House, 1979.** Carlson provides a series of activities to stimulate students to write and become knowledgeable of the process approach to language.

Carson, J. "Tell Me About Your Picture." ***Instructor,*** **Vol. 94, April 1985, p. 40.** Emphasizes how art lessons can teach concepts and develop students' self-confidence when time is included for talk about their art work with each activity.

Chase, J., and L. Parth. ***Multicultural Spoken Here.*** **Santa Monica, CA: Goodyear, 1979.** Chase and Parth present activities and skills in written and oral language related to teaching about the major cultural groups in the U.S.

Chase, R., ed. ***Grandfather Tales.*** **Boston: Houghton Mifflin, 1948.** This is a collection of folk tales.

Chase, R., collector and ed. ***Jack Tales.*** **Boston: Houghton Mifflin, 1943 and 1971.** This is a collection of folk tales by a master collector.

Chase, R. ***Singing Games and Playparty Games.*** **New York: Dover, 1967.** Chase provides a collection of old-time group songs and games.

Cheney, A. ***Teaching Reading Skills Through the Newspaper.*** **Newark, DE: International Reading Association, 1984.** This title contains techniques for using the newspaper for teaching and reinforcing reading skills.

Codianni, A., C. Cortes, and B. Tipple. ***Toward Educational Equity for All.*** **Manhattan, KS: Midwest Race Desegregation Assistance Center, 1981.** This curriculum development process model contains sample rationales, goals, and objectives for multicultural, nonsexist education in four curriculum areas.

Council on Interracial Books for Children. ***Guidelines for Selecting Bias-Free Textbooks and Storybooks.*** **New York: Racism and Sexism Resource Center for Educators, 1980.** The council provides a comprehensive treatment of distortions, omissions, and stereotypes in instructional materials and, by extension, in curriculum.

Computing Teacher, **Journal of the International Council on Computers in Education, Vol. 11, April 1984.** This is a theme issue on computer equity.

Day, V. "A Guided Encounter with Art." ***School Arts*****, Vol. 86, April 1987, p. 26.** Describes use of student docents by the Milwaukee Art Museum.

Edmondson, J., and others. ***Choices and Challenges: A Course in Personal Planning and Self-Awareness for Teen-Aged Women and Men.*** **Santa Barbara,CA: Advocacy Press, 1983.** This is a career education curriculum for adolescents.

Eldridge, M. "Point of Departure." ***Design for Arts in Education*****, Vol. 86, March-April 1985, p. 20.** Eldridge explores teaching multicultural awareness through the performing arts.

EQUALS Project. ***SPACES: Solving Problems of Access to Careers in Engineering and Science.*** **Berkeley, CA: EQUALS Project, Lawrence Hall of Science, University of California at Berkeley, 1982.** Thirty-two classroom activities using mathematics and career information to develop problem solving abilities are presented for grades 4-10.

EQUALS Project. ***Use EQUALS to Promote the Participation of Women in Mathematics.*** **Berkeley, CA: EQUALS Project, Lawrence Hall of Science, University of California at Berkeley, 1980.** This handbook describes the EQUALS in mathematics program and provides methods and materials for elementary, secondary, and preservice and inservice courses.

Eye of the Storm **(motion picture). ABC Films. Color. Approximately 30 minutes. Available through the Cooperative Network of Inservice Resources (CNIR) or directly through most area education agency media centers.** This film was made more than 20 years ago from a TV documentary describing the Riceville, Iowa, classroom experience where teacher Jane Elliot deliberately and methodically discriminated against white elementary students on the basis of eye color, giving brown-eyed children dominance one day and blue-eyed children the next. Reactions of the children (including academic performance) were dramatic and insightful.

Fromkin, H. L., and J. J. Sherwood. ***Intergroup and Minority Relations: An Experiential Handbook.*** **San Diego: University Associations, Inc., 1976.** These activities, mostly about black-white relations, can be modified to help students deal with many kinds of differences and with both individual and institutional bias and discrimination.

Garcia, R. L. ***Teaching in a Pluralistic Society — Concepts, Models and Strategies.*** **Cambridge, MA: Harper and Row, 1982.** This text is built around multiethnic human rights, bilingual/bicultural, and group activities as alternative models for teaching in a pluralistic society.

Griffin, P. ***Fair Play in the Gym: Race and Sex Equity in Physical Education.*** **Amherst, MA: University of Massachusetts, 1983.** Strategies for integrating multicultural, nonsexist concepts into the physical education curriculum are provided.

Hymowitz, C., and M. Weissman. ***A History of Women in America.*** **New York: Bantam. 1978.** This is a good general history of women in the U.S. from European colonization times through the mid-1970s. It is useful for supplementing the curriculum in U.S. history and many other content areas, although not strong on the contributions and perspectives of American Indian and Hispanic American women. Grade 10-adult.

Johnson, D. W., and others. ***Circles of Learning: Cooperation in the Classroom.*** **Alexandria, VA: Association for Supervision and Curriculum Development, 1984.** The authors encourage the use of cooperative learning approaches in the classroom to improve productivity, build collaborative skills, and build trust and esteem between all students.

Kamp, S., and P. Chinn. *A Multiethnic Curriculum for Special Education Students.* Publication #236. Reston, VA: Council for Exceptional Children, 1982. This publication provides activities for presenting ethnic heritage information about five cultural groups to special education students.

Kendall, F. E. *Diversity in the Classroom: A Multicultural Approach to the Education of Young Children.* New York: Teachers College Press, 1983. Kendall provides theoretical background and practical suggestions for teachers to create a multicultural classroom environment using a developmental framework.

Klein, S., ed. *Handbook for Achieving Sex Equity Through Education.* Baltimore: Johns Hopkins University Press, 1985. This comprehensive treatment of sex equity in education is written by professionals in educational equity.

Longstreet, W. S. *Aspects of Ethnicity: Understanding Differences in Pluralistic Classrooms.* New York: Teachers College Press, 1978. Longstreet explores ethnicity in terms of social values, orientation modes, verbal and nonverbal communication, and action research.

Massialas, G. *Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.* Newton, MA: EDC/WEEA Publishing Center, 1985. This is a resource package designed for middle school students exploring occupational aspirations, expectations, and decision making. It includes components for infusion into six curriculum areas.

Meyen, E., F. Rodriguez, and K. Erb. *Mainstreaming a Multicultural Concept Into Special Education.* Lawrence, KS: Department of Special Education, University of Kansas, 1981. The authors provide a rationale for infusing multicultural approaches into special education, a suggested inservice workshop, a process for infusion, and evaluation guidelines.

Midwest Race and Sex Desegregation Assistance Center: *Building Level Assessment for Multicultural and Nonsexist Education.* Manhattan, KS: Kansas State University, 1983. This assessment guide includes an item bank, questionnaires, and data analysis strategies.

National Retired Teachers Association and American Association of Retired Persons. *Learning About Aging.* Washington, DC: Library of Congress, 1981. This is a resource guide to curriculum materials for teaching about aging.

National Women's History Project. *Women's History Curriculum Guide.* Santa Rosa, CA: National Women's History Project. Designed for K-12 use, this multicultural guide contains information, suggestions, classroom activities, research and extensive resource suggestions. It is a good basic resource for schools.

Neuenschwander, J. *Oral History as a Teaching Approach.* Washington, DC: National Education Association, 1976. A handbook on the use of oral history in teaching, this book gives background information and shows how oral history is an effective curriculum technique.

Rodriguez, F. *Equity Education: Imperatives, Issues, and Implementation.* Washington, DC: University Press of America, 1986. This is a unique and functional workbook which introduces students of teacher education to the concepts of equity education.

Rodriguez, F., and A. Sherman, eds. *Cultural Pluralism and the Arts.* Lawrence, KS: University Press of Kansas, 1983. Concepts, activities, and bibliographies for art and music educators on African/black Americans, American Indians, and Hispanics are presented.

Ruderman, J. *Jews in American History: A Teachers Guide.* New York: Anti-Defamation League of B'nai B'rith, 1974. This basic handbook for teachers includes a survey of American-Jewish history, an annotated bibliography, questions, and activities.

Sadker, M., D. Sadker, and J. Kaser. *The Communications Gender Gap.* Washington, DC: The Mid-Atlantic Center for Sex Equity, American University, 1986. The authors provide relevant research on gender differences in communications and several strategies for assessing the differences in adult communications and classroom interactions.

Schuman, J. M. *Art from Many Hands—Multicultural Art Projects for Home and School.* Englewood Cliffs, NJ: Prentice-Hall, 1981. Schuman includes projects based on both kinds of art (the fine arts made by specialists in a society and popular arts handed down by tradition within groups and families).

Shapiro, J., S. Kramer, and C. Hunerberg. *Equal Their Chances: Children's Activities for Nonsexist Learning.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981. Strategies for integrating sex equity into five curricular areas are presented in this work.

Shepard, M., and R. Shepard. *Vegetable Soup Activities.* New York: Citation Press, 1975. This is a guide for teachers and parents with instructions for activities (crafts, games, recipes, language activities), children's questions, and recommended books—all related to cultural and ethnic group appreciation for young children.

Shubert, J., and others. *IDEAS for Equitable Computer Learning.* Palo Alto, CA: American Institutes for Research, 1985. This is a kit for integrating equity into computer education, K-12.

Sprung, B., M. Froschl, and P. Campbell. *What Will Happen If...Young Children and the Scientific Method.* New York: Educational Equity Concepts, Inc. 1985. This is an early childhood curriculum guide with activities in the physical sciences designed to help all children get a good start in developing math and science skills. Equity issues are given thorough treatment.

Tate, E. "A Celebration of Storytelling." *Des Moines Sunday Register,* February 21, 1988, Section C, p. 1. This article explains the purposes and activities of the Black Storytellers Association; describes a gathering of black storytellers (griots) in Maryland; and provides good cultural background and several ideas for classroom applications in multicultural, nonsexist education.

Tiedt, P. L., and I. M. Tiedt. *Multicultural Teaching: A Handbook of Activities, Information, and Resources.* 2nd ed. Boston: Allyn and Bacon, 1986. The Tiedts offer approaches and activities for promoting multicultural understanding in the classroom.

Uhlir, A. *Physical Educators for Equity.* Washington, DC: Women's Educational Equity Act Program, U.S. Department of Education, 1987. A set of materials for secondary teachers and administrators. Recognizes the role of physical education in eliminating sex bias. Contains seven self-instructional modules and a leader's guide for program development.

Ulin, R. O. *Teaching and Learning About Aging.* Washington, DC: National Education Association, 1982. This book was designed to explore the development of classroom instruction on the subject of aging.

Vargas, M. "Studying Nonverbal Communication Through Creative Dramatics." *English Journal,* Vol. 73, October 1984, p. 84. Vargas emphasizes the value of creative dramatics in understanding nonverbal communication.

Resource Organizations

The organizations listed below may be able to provide assistance to educators in the form of multicultural, nonsexist educational materials, technical assistance, staff development, or resource people for school visits.

Anti-Defamation League of B'Nai B'rith. 823 United Nations Plaza, New York, NY 10017. 212/490-2525. This agency produces, and makes available through its catalog, materials to help eliminate all forms of bias and improve intergroup and interpersonal relations.

American Association of Retired Persons. 1909 K Street N.W., Washington D.C. 20049. 202/872-4700 or 800/523-5800. AARP is a nonprofit, nonpartisan organization dedicated to helping older Americans.

Association of Black Storytelling. P.O. Box 11484, Baltimore, MD 21239. This association of professional and amateur storytellers, many of whom are teachers or librarians, keeps the African/Afro-American oral tradition alive by giving performances of folktales, tall tales, historical and biographical tales, humor, poetry, etc. Some material is traditional, some original. Many use audience participation and musical accompaniment. The association was founded in 1984 and sponsors a national festival each year. For information about nearby storytellers, contact Mary Carter Smith or Linda Goss at the above address.

Canyon Records and Indian Arts. 4143 North 16th Street, Phoenix, AZ 85016. 602/266-4823 or 4659. Recordings of authentic American-Indian music, original artworks, and books about American Indians are available. Catalogs can be received on request.

Children's Book and Music Center. 5373 West Pico Boulevard, Los Angeles, CA 90019. A catalog source of many multicultural, nonsexist resource materials for all areas of the curriculum.

Council for Exceptional Children. 1920 Association Drive, Reston, VA 22091. The council provides services and materials to educators and others who want to help increase student knowledge about people with disabilities.

Dissemination Center for the Women's Educational Equity Act Program. Educational Development Center, 55 Chapel Street, Newton, MA 02160. 800/255-3088. The center is responsible for disseminating the educational products developed under grants from the Women's Educational Equity Act. These include staff development programs, curriculum evaluation instruments, and curriculum materials. A free catalog is available on request.

Educational Equity Consultants, Iowa Department of Education. These consultants provide assistance to Iowa educational agencies on integration issues related to sex, race, national origin, multicultural and nonsexist education, bilingual education, and human relations.

EQUALS. Lawrence Hall of Science, University of California at Berkeley, Berkeley, CA 97420. 415/642-1823. Nancy Kreinberg, Director. The EQUALS project promotes the participation of females and minorities in mathematics, science and computer learning. Through publications and workshops for educators, students, and parents, they teach and disseminate proven, successful equity strategies. All curriculum materials (seven publications to date) stress cooperative work, focus on problem-solving approaches, promote awareness of equity issues, relate math and technology to careers, emphasize hands-on activities, and encompass all essential mathematics concept areas. A brochure is available describing programs, services, and the EQUALS materials.

GESA (Gender/Ethnic Expectations and Student Achievement). GESA has linked research about educational excellence and equity together in a staff development program which helps teachers increase all students' interest, participation and achievement by using teacher/student interactions which are more equitable and more effective. Barriers to effective classroom interactions are examined, and research-based instructional strategies are practiced to reduce disparities in the amount and quality of teacher time and attention students receive. Multicultural, nonsexist curriculum content and materials are addressed. In addition, "The Equity Principal Leadership Seminar" is administrative training which provides participants with an overview of equity concepts and effective schooling research; increases awareness of classroom disparity; expands observation and supervision skills to include equity issues related to curriculum, teacher-student interactions, and learning environment; and shares research-based strategies, techniques, and resources for addressing disparities and improving student achievement. (For information about GESA staff development, contact the Educational Equity personnel at the Iowa Department of Education).

Human Relations Instructors in Iowa's Teacher Preparation Institutions. Higher education agencies in Iowa that prepare teachers have human relations courses which deal with educational issues related to stereotyping, prejudice, discrimination, and bias. Instructors in these human relations programs may be able to offer advice, assistance, or support to local districts in implementing multicultural, nonsexist curriculum.

Iowa Area Education Agencies. Area education agencies provide assistance to school districts in developing and implementing multicultural, nonsexist curriculum, either through consultants or the media centers.

Iowa Refugee Service Center. 4626 SW 9th Street, Des Moines, IA 50314. 515/281-4334. The center assists Southeast Asian and other refugees in making transitions. Provides support services to schools such as interpreters, and workshops on the cultures represented by the refugees.

McREL Desegregation Assistance Center (Mid-continent Regional Educational Laboratory). 4709 Belleview Avenue, Kansas City, MO 64112. 816/756-2401. The center provides technical assistance and materials to school districts in Iowa, Kansas, Nebraska, and Missouri on issues related to sex, race and national origin, equity, multicultural and nonsexist curriculum, and intercultural relations.

National Center for Research in Vocational Education. The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. 800/848-4815. The center does research and develops and disseminates materials for promoting educational equity in all areas of vocational education.

National Clearinghouse for Bilingual Education. 1300 Wilson Boulevard, Rosselyn, VA 22209. 800/336-4560. The clearinghouse serves anyone interested in the education of language minority students. Call or write for information about their services, including the clearinghouse newsletter.

National Coalition of Advocates for Students (NCAS). 76 Summer Street, #350, Boston, MA 02110. NCAS is a network of experienced child advocacy organizations that work on public school issues at the federal, state, and local levels. They share a commitment to public education, to maximum student access to appropriate educational experiences, and to state and local advocacy as a constructive approach to school improvement.

National Women's History Project. P.O. Box 3716, Santa Rosa, CA 95402. 707/526-5974. This organization provides services to help write women back into history. Their catalog lists many carefully selected, multicultural materials about women in all areas of human endeavor. The materials are useful across the curriculum. A catalog of materials and information about the Women's History Network is available on request.

Professional Education Organizations. Most professional education organizations such as N.E.A. offer publications and other resources for implementing multicultural, nonsexist curriculum within their educational spheres. These can be gleaned from their newsletters, journals, and publications catalogs.

Racism and Sexism Resource Center for Educators. Council on Interracial Books for Children. CIBC Resource Center, 1841 Broadway, New York, NY 10023. This center publishes the quarterly Interracial Books for Children Bulletin as well as many other educational materials to eliminate stereotyping, prejudice, discrimination, and bias. A catalog is available on request.

Women's Bureau, U.S. Department of Labor. Office of the Secretary, U.S. Department of Labor, Washington, DC 20210 or Office of the Director, 911 Walnut, Kansas City, MO 64106. 816/374-6108. The bureau produces and disseminates reports on the status of women in the labor force and develops educational materials for use in a variety of settings in and out of schools. A publications list is available on request.

YWCA (Young Women's Christian Association). Gwendolyn Baker, executive director, 726 Broadway, New York, NY 10003. 212/614-2700. The overriding national goal of the YWCA is the elimination of racism. Local YWCAs may be able to provide or recommend resources which tie into multicultural, nonsexist educational programs in the schools.